Rainforests

Year 5/6 Year B

2026 Autumn Terms 1 and 2

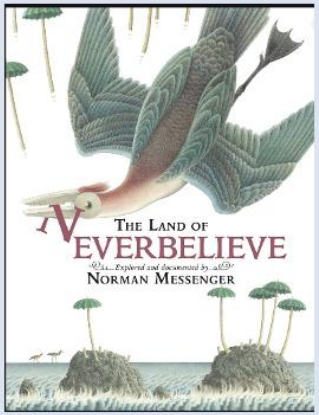
Rainforests

Science	Geography	History	PE
Living things and their habitats Changes of materials	Rainforests South America	The Maya Civilisation	Up and Under: Tchoukball /Netball Circuit training /Dance
RE	**Computing**	**PSHE**	**DT**
Pilgrimage – Why are people still drawn to ancient places? Incarnation: Was Jesus the Messiah?	Online relationships Computer Systems and Networks Spreadsheets	Money Matters One World	Cooking and Nutrition - soup
Christian Values	**Art and Design**	**French**	**Music**
Generosity Compassion	Printing: Rousseau's jungles Drawing – Still Life	My family	Charanga -Happy

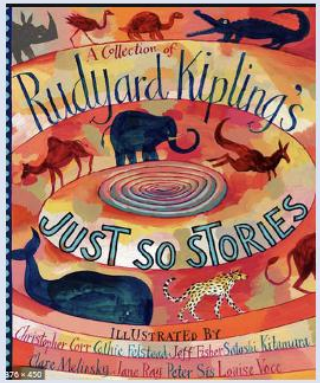
Year B
Autumn Term
Theme: Rainforests

Descriptive writing

Non fiction- explanations

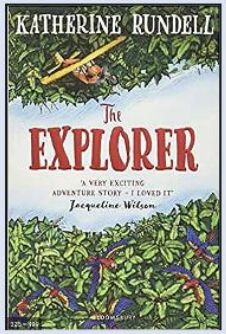


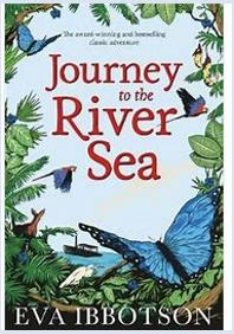
Narrative- Short story

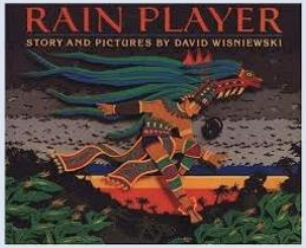


Core VIPERS Text

Class Reader





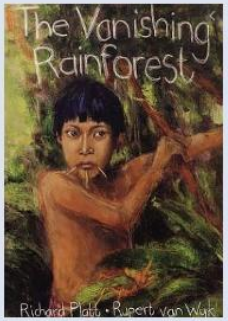


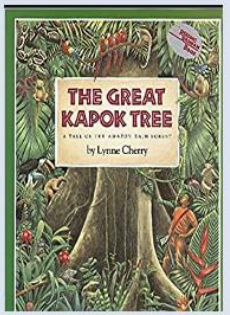
Newspaper report

Descriptive poetry

Persuasive writing

Recommended reads





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Science

Biology: Y6 Living things and their habitats Key Question – Why do scientists use classification?	**Term: Autumn 1**	**Year 6 Cycle B**

Foundations of previous learning:
Recognise that living things can be grouped in a variety of ways. (Y4 -Living things and their habitats)
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)
Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y6 Living things and their habitats I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals I can give reasons for classifying plants and animals based on specific characteristics.	Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important. Use first-hand observation to identify characteristics shared by the animals in a group. Use secondary sources to research the characteristics of animals that belong to a group. Use information about the characteristics of an unknown animal or plant to assign it to a group. Classify plants and animals, presenting this in a range of ways e.g. Venn diagrams, Carroll diagrams and keys. Create an imaginary animal which has features from one or more groups.	Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other livings things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering
	Assessment of Skills	**Assessment of Knowledge**	
	Can use classification materials to identify unknown plants and animals Can create classification keys for plants and animals Can give a number of characteristics that explain why an animal belongs to a particular group	Can give examples of animals in the five vertebrate groups and some of the invertebrate groups Can give the key characteristics of the five vertebrate groups and some invertebrate groups Can compare the characteristics of animals in different groups Can give examples of flowering and non-flowering plants	

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Science

Chemistry: Y5 Changes of materials Key Question –How can separating materials be useful?	**Term: Autumn 2**	**Year 6 Cycle B**

Foundations of previous learning:
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets)
Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4 - States of matter)
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Y5 Changes of materials I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Explore adding a range of solids to water and other liquids e.g. cooking oil, as appropriate. Investigate rates of dissolving by carrying out comparative and fair test. Create a chart or table grouping/comparing everyday materials by different properties Separate mixtures by sieving, filtering and evaporation, choosing the most suitable method and equipment for each mixture. Explore a range of non-reversible changes e.g. rusting, adding fizzy tablets to water, burning. Carry out comparative and fair tests involving non-reversible changes e.g. What affects the rate of rusting? What affects the amount of gas produced? Research new materials produced by chemists e.g. Spencer Silver (glue of sticky notes) and Ruth Benerito (wrinkle free cotton).	Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.	change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible,non-reversible change, burning, rusting, new material
	Assessment of Skills	**Assessment of Knowledge**	
	Can group solids based on their observations when mixing them with water Can give reasons for choice of equipment and methods to separate a given solution or mixture such as salt or sand in water Can explain the results from their investigations	Can explain what dissolving means, giving examples Can name equipment used for filtering and sieving Can use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving	

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Geography

Rainforests What are the features of the Amazon rainforest and how does it compare to the UK?	**Term: Autumn 1**	**Year 6 Cycle B**

Foundations of previous learning:

KS1

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.
Name and locate the world's seven continents and five oceans.
The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use basic geographical vocabulary: key physical features

Lower KS2

Compare a region of the UK and a region of a European country
Locate world's continents / countries
Locate the equator
Describe types of settlement and land use.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Physical geography: describe and understand key aspects of climate zones, biomes and vegetation belts **Place knowledge**: Compare a region of the UK and a region within North or South America. **Human geography:** Explore and explain topical geographical issues over time. **Locational geography:** locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To use a variety of maps to locate key places Communicate geographical information in a variety of ways Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs	To know where rainforests are found in the world To know some of the countries of the Amazon rainforest To know the physical features of the rainforest To know the human impact on the rainforest To know some similarities and differences between the UK and the Amazon rainforest.	biomes deforestation forest floor shrub layer under storey canopy temperate tropical indigenous trade emergent
	Assessment of Skills	**Assessment of Knowledge**	
	Label maps showing rainforests, continents, countries Research and present key geographical facts Explain opinions from different points of view	To find rainforests on a map To label a map of South America To know threats to the rainforest To know some similarities and differences between the UK and South America	

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RE

OAK Academy Y6 **Pilgrimage – Why are people still drawn to ancient places?**	**Term: 1**	**Year 6 Cycle B**

Foundations of previous learning:
Collective worship themes
Y1/2B Discovery RE Theme: Y2 Hajj Does completing Hajj make a person a better Muslim?
Discovery RE Theme: Y3 Pilgrimage to the River Ganges Would visiting the River Ganges be special to a non-Hindu?
Discovery RE Theme: Prayer and Worship Y5 **What is the best way for a Sikh to show commitment to God?**

Unit Learning

	Skills	Knowledge	Vocabulary
OAK Academy Y6 Pilgrimage – Why are people still drawn to ancient places? In this unit pupils will revisit the idea of pilgrimage. They will investigate case studies of the sites of Iona, the Ganges and Glastonbury. From this they will learn that there has been a Christian or Hindu presence there for centuries. They will note how there is both continuity and change.	Ask thoughtful questions about religion and belief. Investigate why people make pilgrimages today. Use case studies to explore different perspectives. Gather evidence from stories, historical accounts and interviews. Explain why sacred places are meaningful to believers. Interpret religious beliefs through people's experiences and testimonies. Understand how places such as Iona and Glastonbury have changed over centuries while remaining spiritually significant.	To know where Iona is and what it represents for pilgrims – ancient and new. To know how many Hindus see the Ganges as sacred and explain why they may go on pilgrimage to Varanasi. To know what happens at the Kumbh Mela and the what is the experience of different Hindus. To know how and why Glastonbury changed over time as a centre for Christian pilgrimage, and as a Pagan site in modern times.	Celtic Monastery Monk Thin place Community Pilgrim Service Global Pilgrim Dharma Sacred Moksha Kumbh Mela Dharma Sadhu/sadhvi Moksha Pilgrimage Abbey Shrine Legend Holy Grail Spiritual Pagans Solstice
	Assessment of Skills	**Assessment of Knowledge**	
	I can ask thoughtful questions about religion and belief. I can investigate why people make pilgrimages today. I can use case studies to explore different perspectives. I can gather evidence from stories, historical accounts and interviews. I can explain why sacred places are meaningful to believers. Interpret religious beliefs through people's experiences and testimonies. I can understand how places such as Iona and Glastonbury have changed over centuries while remaining spiritually significant.	I can describe how and why Iona became an ancient centre of pilgrimage. I can explain why Iona has become a modern centre of Christian pilgrimage. I can describe how many Hindus see the Ganges as sacred and explain why they may go on pilgrimage to Varanasi. I can explain what happens at the Kumbh Mela and the experience of different Hindus. I can describe how and why Glastonbury changed over time as a centre for Christian pilgrimage. I can explain how Glastonbury has developed as a site of Pagan pilgrimage and the connections to its past.	

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RE

<table>
<tr><td colspan="2">Understanding Christianity: Incarnation
Key question: Was Jesus the Messiah?</td><td>Term: Autumn 2</td><td>Year 6 Cycle B</td></tr>
<tr><td colspan="4">Foundations of previous learning:
Year 1 / 2 Incarnation -Why does Christmas matter to Christians?
Year 3/4 Incarnation -What is the Trinity?
Year 4/5 Incarnation - What is the Trinity?</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>Understanding Christianity</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="3">Incarnation: Was Jesus the Messiah?</td><td>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.
Identify Gospel and prophecy texts, using technical terms.
Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.
Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</td><td>Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’ and that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah.
That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like.
Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
Pupils understand that Christians believe that Jesus fulfilled these Expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour</td><td rowspan="3">Incarnation
Deity
Spirit
Anointed
Messiah
Prophet
Saviour
Advent
Prophesies
Gospel
Old Testament
New Testament
Salvation
Creation</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>Using the research and understanding, connect what they have learnt about Christians’ beliefs about Jesus’ Incarnation and how it is put into practice in different ways in celebrating Christmas.</td><td>Pupils know that Jesus was Jewish and that the old Testament talked of a Messiah who would rescue his people.
They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour.
They can give an opinion on the question ‘Was Jesus the Messiah?’ supported by a reasoned argument</td></tr>
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PSHE

Money Matters	**Term: Autumn 1**	**Year 6 Cycle B**

Foundations of previous learning: Previous units from Jigsaw that link

Y1 - To know the rights and responsibilities of being a member of my class.
Y2 - To listen to other people and contribute my own ideas about rewards and consequences.
Y3 – To understand that actions affect myself and others.
Y4 - To care about other people's feelings and empathise with them.
Y5 - To contribute as a group and to understand how we can work better as a whole.

Unit Learning

Themes	**Outcomes**	**Vocabulary**
Where money comes from and why people earn it. Making choices about spending, saving and budgeting. Needs versus wants and how to prioritise spending. Financial risk, including borrowing and debt (UKS2). Ethical spending and how our choices affect other people and the environment. Economic wellbeing, including the link between money, emotions and responsible decision-making. Contributing to society, such as understanding taxes and how money supports communities	All children should be able to… • talk about what financial risk is. • discuss the ways advertisers try to influence consumers. • identify what it means to be a 'critical consumer'. • describe what 'value for money' means. • talk about what it means to budget. • discuss how money can affect people's emotions. • talk about ethical spending. • talk about what tax is.	Investment Risk Scamming Phishing Consumers Value for Money Ethical spending Fair Trade Budget
	Assessment	
	I can talk about what financial risk is. I can discuss the ways advertisers try to influence consumers. I can identify what it means to be a 'critical consumer'. describe what 'value for money' means. I can talk about what it means to budget. I can discuss how money can affect people's emotions. I can talk about ethical spending. I can talk about what tax is.	

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PSHE

One World	**Term: Autumn 2**	**Year 6 Cycle B**

Foundations of previous learning: Previous units from Jigsaw that link

Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique
Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her
Y3 – I can tell you about a time when my words affected someone's feelings and what the consequences were, I can give and receive compliments and know how this feels
Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are
Y5 - I can explain the differences between direct and indirect types of bullying, I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

Unit Learning

Themes	**Outcomes**	**Vocabulary**
Global Citizenship Climate Change Energy Use Water Conservation Biodiversity Human Rights Protecting the Environment Sustainability	I can explain what a global citizen is; I can say what global warming is; I understand that human energy use can harm the environment; I understand the importance of not wasting water; I understand what biodiversity is; I understand that their choices can have far reaching consequences. **Assessment** I can explain what it means to be a global citizen and identify ways they can make a positive difference. I can describe causes and effects of climate change and suggest realistic actions to reduce its impact. I can compare renewable and non-renewable energy sources and justify which are more sustainable. I can Investigate water use at home or school and propose ways to reduce waste. I can explain why biodiversity is important and identify threats to habitats. I can discuss children's rights and evaluate scenarios involving fairness and equality. I can design a campaign encouraging environmental responsibility.	citizen citizenship global warming pollution deforestation renewable energy biodiversity ecosystem sustainability responsibilty

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Art and Design

Strand: Drawing – Still Life **Key question: What effects do different techniques produce in drawings** **Artist: Various**	**Term: Autumn 1**	**Year 6 Cycle B**

Foundations of previous learning:

Year1/2 - draw lines of varying thickness;/use different materials to draw/begin to use viewfinders to select areas for observational drawing.

Year 3 / 4 - experiment with showing line, tone and texture with different hardness of pencils;/use shading to show light and shadow effects;/continue to use different materials /show an awareness of space when drawing

Year 4/5 - continue to use different materials to draw, selecting the most appropriate/use shading to show light and shadow effects/use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching/show an awareness of space when drawing

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
To create sketch books to record observations and use them to review and revisit ideas To improve mastery of art and design techniques, including drawing. To learn about great artists in history.	To depict perspective in drawings To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; To use a variety of tools and select the most appropriate;	To know different drawing techniques To know about famous artists who have created still life art	Still life Composition Tone Perspective Shadow Reflection Hatching Cross hatching
	Assessment of Skills	**Assessment of Knowledge**	
	Are children able to: Select shading techniques to create shadow and perspective Consider composition Create a print Talk about final piece of artwork Work with accuracy and detail	The children will be able to: Talk about the work of the artists studied and the techniques they have used to create their works. Apply some of the techniques they have observed in the work of other artists when creating their own pieces.	

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Art and Design

Strand: Printing Key question: Which printing techniques are your most successful? Artist: Rousseau	**Term: Autumn 2**	**Year 6 Cycle B**
Foundations of previous learning: Year 1 / 2 - relief printing Year 3 / 4 – collagraphs Year 4 / 5 - collagraphs		

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record observations and use them to review and revisit ideas To learn about great artists in history.	To design and create printing blocks/tiles; To develop techniques in mono, block and relief printing; To create and arrange accurate patterns	To know different printmaking techniques To know about famous artists who have used printmaking To know about Henri Rousseau focusing on his studies of jungles.	Relief printing, block, pattern, shape, tile, colour, arrange, ink, roller, mono printing
	Assessment of Skills	**Assessment of Knowledge**	
	Are children able to: Select colours appropriate for their rainforest landscapes Consider composition Create a print Talk about final piece of artwork Work with accuracy and detail	The children will be able to: Talk about the work of the artists studied and the techniques they have used to create their works. Apply some of the techniques they have observed in the work of other artists when creating their own pieces.	

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DT

Cooking & Nutrition : **Soup** **Key Question – How can I make a nutritious soup using produce from our garden?** **Focus: celebrating culture and seasonality**	**Term: Autumn 2**	**Year 6 Cycle B**
Foundations of previous learning: FS Christmas cookies Year 1/ 2 Cooking vegetables/Fruit skewers Year 3 / 4 Smoothies/Seasonal food Year 4/ 5 British dishes/local food		

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	**Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	**Technical knowledge and understanding** •Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.	peel, chop, dice, grate, dissolve, simmer, seasonality, design specification, research, evaluate, design brief
	Assessment of Skills and knowledge To understand the apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		

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History

<table>
<tr><td colspan="2">Non-European – The Mayan civilization
https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/</td><td>Term: 2</td><td>Year 6 Cycle B</td></tr>
<tr><td colspan="4">Foundations of previous learning:
All history themes covered in classes for chronology</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><td>NC Objective - Coverage</td><td>Skills</td><td>Knowledge</td><td>Vocabulary</td></tr>
<tr><td rowspan="3">To study a non-European society that provides contrasts with British history –Mayan civilization c. AD 900</td><td>I can identify some changes within and across different periods.
I can describe the passing of time using key vocabulary to convey my understanding of the past.
I can use pictures, artefacts and writing to help me draw conclusions and form my own opinion.
I can use evidence to build up a picture of life in a particular time in history.
I can begin to give reasons for and results of main events and changes.
I can use appropriate vocabulary to describe changes.
I can record and communicate knowledge in different forms.</td><td>I know and can sequence key events of period studied.
I know some of the main events, people and changes throughout history.
I know and can describe characteristic features of past societies and periods of time using appropriate language.
I know that the past can be represented and interpreted in different ways.
I know vocabulary such as social, religious, political, technological and cultural.
I know that there are connections between periods of time (links between the Aztecs and the Mayans).</td><td rowspan="3">Maya
Artefact Polities
Chechen Itza
Mayans
Ruins
Empire
Astronomy
Civilisation
Underworld
Sacrifice
Mesoamerica
El Castillo
Nobles</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>Children ask a range of questions that develop understanding about change, cause and significance of The Maya
They challenge sources, questioning their validity
Children can purposefully select information when forming responses to questions about The Maya
Pupils can organise information purposefully when responding to or asking questions</td><td>Children have a wide ranging knowledge of The Maya and know related vocabulary. They know why we teach the Mayans and where it fits into world history.</td></tr>
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Music

<table>
<tr><th colspan="2">Charanga music scheme – Year 6 Happy</th><th>Term: Autumn 1</th><th>Year 6 Cycle B</th></tr>
<tr><td colspan="4">Foundations of previous learning: Singing units from each year from Charanga scheme</td></tr>
<tr><td colspan="4">Unit Learning</td></tr>
<tr><th>NC Objective - Coverage</th><th>Skills</th><th>Knowledge</th><th>Vocabulary</th></tr>
<tr><td rowspan="3">Pupils should be taught to:
-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
-improvise and compose music for a range of purposes using the interrelated dimensions of music
-listen with attention to detail and recall sounds with increasing aural memory
-use and understand staff and other musical notations
-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
-develop an understanding of the history of music</td><td>Listen and Appraise :To think about the message of songs and compare two songs in the same style
Singing: To sing in unison, to sing backing vocals, rapping and solo singing.
Playing: Play a musical instrument with the correct technique .
Improvisation To know and be able to talk about improvisation
Composition Create simple melodies using up to five different notes</td><td>Listen and Appraise: To know five songs from memory
Singing To choose a song and be able to talk about it
Playing To know different ways of writing music down
Improvisation Improvise using instruments
Composition To know a composition has pulse, rhythm and pitch that work together
Performance To know and be able to talk about performing</td><td rowspan="3">style indicators
melody
compose
improvise
cover
pulse
rhythm
pitch
tempo
dynamics
timbre
texture
structure</td></tr>
<tr><td>Assessment of Skills</td><td>Assessment of Knowledge</td></tr>
<tr><td>The children can ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song.</td><td>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</td></tr>
</table>

Colerne Church of England Primary School

French

Main Unit: My Family **Cultural Lesson:** All Saints' Day (1st Nov)	**Term: Autumn 1**	**Year 6 Cycle B**
Foundations of previous learning: Year 3 / 4 – Seasons Year 4 / 5 – I can		

Unit Learning

NC Objective - Coverage	Skills and Knowledge	Vocabulary
Pupils should be taught to: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing. Understand basic grammar appropriate to the language being studied - French	Learn to talk and write with more accuracy, fluency, and confidence on the topic of family. Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). **Assessment of Skills and Knowledge** By the end of this unit the children will be able to: Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only).	La famille La mère Le père La soeur cadette La soeur aînèe Le frère La tante L'oncle La grand-mère Le grand-père Les parents Les soeurs Les frères Les grands-parents

Colerne Church of England Primary School

Computing

Communication: What are the different ways we can communicate over the internet? https://teachcomputing.org/resources		**Term: Autumn 1**	**Year 6 Cycle B**
Foundations of previous learning: We are network engineers (Y3) Computing Systems and Networks (Y5)			
Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Identify appropriate forms of online communication for different audiences. Use search engines as part of an effective research strategy. Describe how search results are selected & ranked. Acknowledge who resources belong to that they have found on the internet.	To describe how search engines select results: I can explain why we need tools to find things online/I can recognise the role of web crawlers in creating an index/I can relate a search term to the search engine's index To explain how search results are ranked: I can explain that search results are ordered/I can explain that a search engine follows rules to rank relevant pages/I can suggest some of the criteria that a search engine checks to decide on the order of results To recognise why the order of results is important, and to whom: I can describe some of the ways that search results can be influenced/I can recognise some of the limitations of search engines/ I can explain how search engines make money To recognise how we communicate using technology: I can explain the different ways in which people communicate/I can identify that there are a variety of ways of communicating over the internet To evaluate different methods of online communication: I can compare different methods of communicating on the internet/ I can decide when I should and should not share/ I can explain that communication on the internet may not be private	Search Search engine Google Bing Yahoo!, Swisscows DuckDuckGorefine Index Crawler Bot Ranking
	Assessment of Skills	**Assessment of Knowledge**	
	Children know the most efficient way to search Children can explore different methods of communication Children to explore how the person performing a web search can influence the results that are returned	To talk about ways people communicate on the internet Categorise different forms of internet communication. Choose which method they would use for different scenarios. Talk about issues around privacy and information security	

Colerne Church of England Primary School

PE

Circuit training (Y6 Twinkl)	Term: Autumn 1	Year 6 Cycle B
Foundations of previous learning: Circuit training sessions throughout all previous year groups		

Unit Learning

NC Objective - Coverage	Skills	Vocabulary
Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility in the context of circuit training. Develop strength in the context of circuit training. Develop technique in the context of circuit training. Develop control in the context of circuit training. Develop balance in the context of circuit training. Lead another individual in a circuit of exercises. Work as a group to lead a circuit of exercises.	Circuit Exercise Safe Pulse Intensity Mental Health Wellbeing Personal best Physical health Muscles Strength Fitness Improve Training Maintain
	Assessment of skills	
	Physical: Awareness of their own flexibility, strength, technique, control and balance and apply when appropriate. **Cognitive:** Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Work alone, or with team mates in order to gain points or possession. **Evaluation:** Analyse and discuss the difference between their own and others' performance and suggest ways to improve.	

Colerne Church of England Primary School

PE

Dance – Dance Notes – The Rainforest	Term: Autumn 2	Year 6 Cycle B

Foundations of previous learning:
FS – Dance Notes – Once Upon a Time
FS/Yr 1 – Dance – seasons (Y1)
Year 1 / 2 – Dance – Toys (Y2)
Year 3/ 4 – Dance Notes – Plants
Year 4 / 5 – Dance Notes – WWII

Unit Learning

NC Objective - Coverage	Skills	Vocabulary
Pupils should be taught to perform dances using a range of movement patterns. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use a variety of movements in isolation and combination Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare and evaluate performances against previous ones Demonstrate improvement to achieve personal targets **Assessment of skills** **Physical:** Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Demonstrate an awareness of the music's rhythm and phrasing when improvising. Express an idea in original and imaginative ways. Compose individual, partner and group dances that reflect the chosen dance style. Perform complex moves that combine strength, stamina and balance. Perform with confidence, using a range of movement patterns. **Cognitive:** Lead others when called upon and act as a good role model within a team. Analyse own and others' performance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Evaluation:** Analyse and discuss the difference between their own and others' performance and suggest ways to improve.	Balance, Pathway, Explore, Level, Direction Follow, Zigzag, Glide, Spatial awareness, Unison, Travel, Motif